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FEBRUARY 1985 VOLUME 28, NO. 3

Montana Schools

OFFICE OF PUBLIC INSTRUCTION
Ed Argenbright, Superintendent

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Report Card on Education

HIGH MARKS FOR MONTANA SCHOOLS

Several recent national "report cards" on education indicate that Montana schools are among the top in the country in student achievement and other "education quality indicators." The news reinforces the feeling of educators across the state that Montana's continuing quest for excellence in education is paying off

"The national surveys certainly verify the intuitive feeling I've had for a long time," said Ed Argenbright, State Superintendent of Public Instruction. "Montana's schools are in good shape and getting better."

In one of his final actions before leaving office last December, U.S. Secretary of Education Terrel H. Bell presented the education community with his second annual "wall chart" of national education statistics. In a composite scoring of several categories, Montana schools ranked third in the nation. Wyoming ranked first, and Alaska schools were second.

The ratings were based on six "quality index" categories and four "hardship index" categories. Quality indexes included college admission test scores, dropout rates, pupil/teacher ratios, per pupil expenditures, teacher pay and percentage of per capita income spent on education. Montana ranked fourth in percentage of per capita income spent on education, sixth in college admission test scores and tenth in dropout rates.

A state's per capita income and its number of minority, handicapped and poverty-level students were used as hardship categories.

Montana's total score was 71.1, while Wyoming had a score of 93.4 and Alaska, 88.3. The nation's "best school programs" were not reflected in the survey, Bell said, because there is no uniform evaluation system nationwide by which to measure such programs.

According to the U.S. Department of Education survey, Montana ranks sixth in the nation in scores on the American College Testing Program (ACT) exam, a standardized achievement test used to measure the abilities that students usually need for academic success in college. Of all Montana's high school seniors, 52.6 percent take the ACT test.

Montana students' average ACT composite score last year was 19.4 out of 36 possible points. For comparison, the national ACT average score was 18.5. Montana's scores have been consistently higher than the nation's for the past decade.

ACT scores across the country experienced a decline between 1972 and 1982, the U.S. Department of Education said. Since then, they appear to be on the increase, and President Reagan has issued a challenge to all states to return standardized achievement test scores to their 1972 levels by 1990.

The President has also challenged the nation's schools to improve their graduation rates. In 1983, Montana's graduation rate was the tenth highest in the country at 83.1—up a few points from 82.2 percent in the previous year. The U.S. average graduation rate in 1983 was 73.9 percent

Although standardized achievement test scores reflect one aspect of education improvement, they do not tell the complete story. Measuring the academic abilities of younger students is important, for example, and Montana's Board of Public Education currently is reviewing a proposal for a statewide testing program for 3rd, 6th, 8th and 10th graders.

Assessing the progress of all types of students, not just the college bound, is also vital. Montana's vocational education pro-

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FROM THE SUPERINTENDENT

Most of our time and energies right now are targeted at the legislature, and, in particular, at legislation affecting the state foundation program.

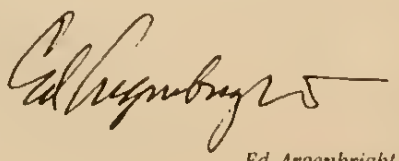
We continue to seek early funding of the foundation program. However, it appears that legislators will hold out until the end of the session when they can use education funding to balance the state's general fund after all other requests have been addressed. Montana has excellent schools, and Montanans will never be content with an "average" school system. (See our "page one" article on high marks for Montana schools.) The way to support our schools is to adequately fund their programs.

If you are interested in knowing how an education bill is faring or when a hearing will be held, call the education hot line number (1-800-332-3402). Bob Stockton, Director of State Aid and Transportation, is handling these calls and will provide the information you need.

The Office of Public Instruction has been the subject of several budget hearings before the Appropriations Subcommittee. We are working vigorously to maintain our staff at the current level. We have reduced staff over the past several years from 181 FTE down to 124 staff members. Any further reductions will hinder our ability to maintain our curricular orientation. It is my belief that the curricular specialists—from math to home economics—provide valuable leadership to teachers who in turn influence where the action is in education—in the classroom.

For example, we have just received word that the Montana Council of Teachers of Mathematics was awarded a grant of approximately $700,000 to upgrade the quality of mathematics education in Montana. Our mathematics specialist Dan Dolan was instrumental in receiving this grant. This is just one example; I could go on and on talking about the leadership of our people. They are here to assist you and are actually making a difference for Montana students. I hope you will be supportive of the office if you get an opportunity to speak to legislators.

I would urge you to remain informed about legislative actions and share them with your students. How the legislature works and its impact on all of us are important lessons for children. One of the most important gifts we can give our students is knowledge about government and how to influence its decisions. If you bring students to Helena and would like to stop in the office, please do so. We'll do our best to make you welcome.



—Ed Argenbright
State Superintendent

Report card, continued. . . .

grams at both the secondary and postsecondary levels continue to improve and attract students to high quality vocational curricula. Although specific programs are difficult to measure, Montana schools excel in elementary and secondary curricula and in special programs. For example, educators have devoted a great deal of effort in the past few years to improve science and math programs and bring to the classroom high caliber computer education programs. At the same time, Montana schools have not lessened their priorities in the fine arts and humanities. (See the special article on visual arts on page 6.)

Secretary Bell's "wall chart" of national education data gave information on other aspects of Montana's school system. Some of that information includes:

—Montana ranked 27th in the nation in average teacher salary. Montana's average was $19,702 in 1983, up from $15,967 in 1981. The nation's average teacher salary was $20,603 in 1983.

—Montana ranked 23rd in the nation in percentage of federal funding in overall school revenue. In 1983, federal funding accounted for 7.8 percent of all school revenue, compared to 6.9 percent in 1982. The U.S. average was 7.1 percent in 1983.

—With 16 students per teacher, the state ranked 11th in pupil/teacher ratios.

—Montana ranked 14th in spending per pupil, with an expenditure of $3,289 per pupil in 1983. In 1982 the per pupil expenditure was $2,998. These figures compare with $2,948 nationally in 1983 and $2,724 nationally in 1982.

—In terms of education spending as a percent of per capita income, Montana ranked fourth in the U.S. at 33.1 percent in 1983, an increase from 31.2 percent in 1982.

"When Montanans spend 33.1 percent of their income on education, it shows that the people of the state value education as a means of self-improvement and expanding opportunity," said Superintendent Argenbright.

"The national surveys and confidence in our quest for education excellence show that Montana has a fine school system," he said. "Our schools are sound, and we must continue to improve them—both at the state and local level. I hope that the 1985 Legislature will realize the importance of funding our outstanding school system."

Additional statistical information about Montana students and schools may be found in Public Education in Montana 1983-84, *the joint annual report of the Board of Public Education and the Office of Public Instruction. It will be available later this month.*

COMPOSITE RANKING OF SCHOOLS BY STATE

	Score		Score
1. Wyo.	93.4	27. N.M.	29.3
2. Alaska	88.3	28. Wash.	26.7
3. Mont.	**71.1**	29. N.Y.	26.6
4. Vt.	67.4	30. Ohio	26.2
5. R.I.	66.6	31. Ill.	25.1
6. Ore.	61.7	32. Va.	21.8
7. N.J.	60.4	33. Idaho	21.6
8. Del.	60.0	34. Maine	20.8
9. D.C.	59.5	35. Fla.	19.7
10. Wis.	57.0	36. Miss.	19.5
11. Neb.	57.0	37. Iowa	19.0
12. Conn.	54.7	38. Okla.	18.7
13. Mich.	53.1	39. Ariz.	18.6
14. Minn.	52.8	40. La.	18.0
15. Hawaii	50.7	41. Nev.	17.9
16. S.D.	50.6	42. S.C.	17.0
17. Md.	46.8	43. Mo.	16.9
18. Pa.	45.9	44. N.C.	16.3
19. Mass.	42.9	45. Ala.	16.0
20. Colo.	38.9	46. Ark.	15.8
21. Kan.	38.0	47. Texas	15.4
22. Calif.	36.3	48. Ky.	14.7
23. N.D.	35.6	49. Tenn.	14.5
24. Utah	34.6	50. Ind.	14.2
25. N.H.	33.4	51. Ga.	13.5
26. W.Va.	32.0		

LEGISLATURE 1985

All Montanans have access to their representatives and senators, as well as information services that give the latest details on legislative actions. These are the key phone numbers:

Legislators: 444-4800.

Legislative Information: 444-4853 or 1-800-332-3408.
(Bill status, committee meetings, session times, etc.)

MONTANA SCHOOLS

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CONFERENCES EXPAND CAREER HORIZONS

Butte participants will have a chance to win a scholarship to Montana Tech. In Helena, girls will meet one of the few women pilots for a major commercial airline. Workshops at all locations will put young women in touch with professionals who can help them "expand their horizons."

In March a variety of professional women—including a physician, attorney, airline pilot, biologist, banker, computer science educator, anthropologist, veterinarian and a robotics research engineer—will give young Montana women an exciting taste of the many professional opportunities that they may seek if they only "expand their horizons."

Expanding Your Horizons (EYH) career conferences at 11 sites across the state offer young women in grades 7-12 a practical means of raising their consciousness about occupations that involve science and mathematics. Each conference is a combination of small workshops, keynote speeches, panels, discussions and other special activities that focus directly on girls' needs for role models in careers once considered nontraditional for women. Each conference is held on a Saturday.

Since their inception in 1982, the conferences have become an annual event in Montana. They have grown in popularity and effectiveness as concentrated efforts to increase young women's interest in math and science, foster their awareness of career opportunities and provide direct contact with women working in those fields. Evaluation of Expanding Your Horizons, which is a nationwide program, has shown that its most concrete outcome was the students' actual enrollment in nonrequired math and science courses in the subsequent semester. Students also felt that pursuing a career in a highly technical field was indeed possible, as they had listened to women who had done just that. As one EYH participant said, "The specific things I learned weren't as important to me as knowing that I can be anything."

Conference organizers have planned dynamic programs at each of the 11 sites across the state. Lewistown will feature 250 professionals, a keynote speaker, panels, workshops and a drawing for prizes. Sectionals for adults will also be offered as a special activity.

In Miles City, Nancy Sweeney, a "hometown" high school graduate of Custer High School, will address conference participants. Sweeney is now in her final year of pediatrics residency at Children's Hospital in Cincinnati, Ohio. She will join other presenters in veterinary medicine, forestry, animal science, law, business, archaeology and other fields. The day will close with a self-awareness, esteem-building exercise for all participants.

Kalispell's conference will have three outstanding speakers: Karla Jones, principal at Cornelius Hedges School in Kalispell, internist Dr. Louise Swanberg and Beda Lovitt, a Missoula attorney and a former employee of the CIA. Hands-on workshops will focus on career planning, and adult workshops will encourage awareness of parents as role models for developing a young person's career consciousness.

1st Lieutenant Joan Cunningham, USAF, a graduate of the Air Force Academy and a flight instructor, will keynote the Great Falls conference. Ten lucky girls will win a chance to have lunch with Lt. Cunningham and sit in the T-33 plane that she flies.

Robin Stong, a geneticist and a Billings native, will address the EYH conference in Billings. A teacher, researcher and author, Stong will offer invaluable insights into her current study of leukemia.

Another Montana native, Anita Lewis, now Senior Vice President and Controller of Allied Banks of Houston, Texas, will be featured at the Glasgow EYH conference. Adult workshops and a display of art by local women will also make the Glasgow conference special.

In Glendive, conference participants will hear from Gloria Golbert, director of a special program at the University of Denver entitled, "Another Career: Women in Computer Science." Her program cultivates keen interest in science careers and professions that involve computer technology. Young women from eastern Montana will also hear professionals in a variety of fields at Glendive's extensive hands-on workshops.

Conferences in Missoula and Bozeman will also offer keynote speakers, practical workshops and the opportunity for young women to meet and discuss career options with a variety of professionals.

The outstanding quality of keynote speakers for all EYH conferences will be sustained in Helena, as Captain Valerie Walker, a pilot for Western Airlines, offers a special treat for participants. Walker is stationed in Salt Lake City but has piloted many flights to Montana. She is one of only a few women pilots who fly for a major airline. The conference will also have hands-on workshops with women whose careers involve math and science in a variety of ways. It is open to girls in grades 6-12 as well as parents, teachers, counselors and interested adults.

Representing the new and growing field of robotics is Karen F. Hensley, a robotics research engineer from Carnegie-Mellon University in Pittsburgh. Hensley will keynote the Butte EYH conference with an address entitled, "Balancing Your Future and Your Career." Hensley recalls becoming interested in her own career while attending a conference about women in engineering when she was in high school. She currently is designing an arm for a mobile robot—including its electrical circuits, mechanical configurations and computer programming. To stimulate attendance in Butte, two miniature robots and other interesting gifts, including a scholarship to Montana Tech, will be offered.

The location, date and contact person for each of the 11 conferences are listed in the inset below. Be sure to contact the specific site for information about registration—the sooner the better!

Expanding Your Horizons in Science and Mathematics is a cooperative educational equity effort of local educators and the Office of Public Instruction. Each community is thrilled to host outstanding professionals in a variety of fields. All students are assured an exciting and invaluable day in which to raise their awareness of the many opportunities in all professions. For some, the EYH conference will have a long-lasting effect on their education. "I think I've begun to imagine myself actually being a physicist or doctor; before it was just a dream," said one participant. "Learning how so many women 'made it' has given me an impetus to pursue my goal," said another.

Help your students seek a rewarding experience by encouraging them to attend the EYH conference in your area.

EXPANDING YOUR HORIZONS IN SCIENCE AND MATHEMATICS

Statewide Conferences for Girls Interested in New Career Options

BILLINGS
March 30—Rocky Mountain College
Contact: Sandra Barz
1928 Lyndale Lane
Billings, MT 59102
657-1081

BOZEMAN
March 23—MT State Univ.
Contact: Mary Ann Brown
232 AJM Johnson Hall, MSU
Bozeman, MT 59717
994-3580

BUTTE
March 23—Montana Tech
Contact: Joanne Cortese
2230 Grand
Butte, MT 59701
496-4460/782-4126

GLASGOW
March 30—Glasgow High School
Contact: Janet Markle
631 10th St. North
Glasgow, MT 59230
228-2602

GLENDIVE
March 30—Dawson Comm. College
Contact: Rose Marie Aus
Dawson Comm. College
Box 421
Glendive, MT 59330
1-800-821-8320

GREAT FALLS
March 23—College of Great Falls
Contact: Tina Buttress
1204 34th St. So.
Great Falls, MT 59405

HELENA
March 30—Carroll College
Contact: Robin Putnam
Box 4547
Helena, MT 59604
442-0967

KALISPELL
March 16—Flathead High School
Contact: Paula Fascilla/Chris Ross
723 5th Ave. E.
Kalispell, MT 59901
755-5300

LEWISTOWN
March 9—Fergus High School
Contact: Mary Jo Hamling
1116 West Montana
Lewistown, MT 59457
538-3263

MILES CITY
March 23—Miles Comm. College
Contact: Nancy Staigmiller
Route 2, Box 3155
Miles City, MT 59301
232-4814

MISSOULA
March 23—University of Montana
Contact: Betty Gouaux
9 Mile
Huson, MT 59846
626-5693/626-5222

For general information about the Expanding Your Horizons conferences, contact Pat Christie at the Office of Public Instruction (1-800-332-3402).

TEACHERS' WRITING PROJECT

Writing is a lifelong skill that everyone needs, regardless of profession. It is a skill for which teachers in all levels and disciplines are responsible. The Montana Writing Project, a statewide teacher training program in writing education, is designed to help all educators teach writing more effectively and thereby help students improve their own writing skills.

The Montana Writing Project works on the principle that teachers who have been trained by experts in the teaching of writing are the best resources for providing local inservice to other teachers. After undertaking an intensive four-week summer institute at the University of Montana, these teachers become "Teacher Consultants of Writing" who then organize and implement writing education workshops for teachers in local school districts. They also participate throughout the year in activities that promote and improve student writing and skills assessment.

Because Teacher Consultants of Writing do not have to be brought in from great distances, school districts benefit from an accessible, well-prepared resource person who can offer inservice programs on a teacher-to-teacher basis and can assist staff in curriculum development over the long term. At the same time, their students benefit from across-the-curriculum improvement in writing skills.

The Montana Writing Project, started in 1978, was modelled after the Bay Area Writing Project in Berkeley, California, formed in 1974 by educators concerned about the quality of student writing and literacy. The project stressed improved student writing through the professional growth of teachers—as writers themselves and as more capable instructors of writing, regardless of teaching level or curriculum. The Bay Area Writing Project eventually produced the National Writing Project, which now has more than 100 sites in 43 states. Its growth underlines the effectiveness of a well-organized and highly successful inservice training network.

The Montana Writing Project has two phases. A summer institute at the University of Montana (this year, June 17 to July 12) offers about 20 selected participants an extensive course in all aspects of writing and the teaching of writing. Throughout the institute, participants develop materials and practice presentations for subsequent workshops in their local districts. When they have completed the institute, they become qualified Teacher Consultants of Writing.

In the project's second or school-year phase, the trained consultants offer inservice activities that promote and improve writing education in their schools and districts. They also participate in follow-up activities such as assessing student writing skills, developing curricula and attending professional meetings.

The Montana Writing Project invites applications from teachers and curriculum directors (K-12) in all content areas. Trained teacher consultants may represent any area of secondary and elementary education, including special education, gifted and talented, library, vocational education, art, history, English, drama, etc.

Admission to the training program is competitive. Participants are chosen on the basis of criteria such as recognition as an outstanding teacher, willingness and ability to make formal workshop presentations both at the institute and in local inservice situations and an openness to sharing and experiencing new ideas and new modes of teaching.

The deadline for applications is March 1. Participants will be notified by the end of April.

The Montana Writing Project is an independent professional education program endorsed by the Office of Public Instruction. Funding for the project comes entirely from program fees paid by school districts. The $750 fee supports the expenses of the summer institute and other project activities throughout the school year. Participants are responsible for personal expenses such as lodging. Housing information is available from the University of Montana.

For complete information about the project, write or call Dr. Beverly Chin, Director, Montana Writing Project, Dept. of English, University of Montana, Missoula MT 59812 (243-2463).

Voluntary school food purchase program

FOOD PURCHASE EASY ON BUDGET

For the past four years, schools across Montana have saved money on food purchases for school lunches through the Cooperative Food Purchase Program administered by the Office of Public Instruction (OPI). The program has shown that "banding together" to buy food can often result in substantial savings.

The program came about as a necessary response to reductions of 50 percent or more in federal cash and commodity reimbursements to school food programs in 1981. Because of federal cutbacks, the state was pressed to find a way to help schools overcome the effects of income reduction without major increases in lunch charges for children. Under the supervision of OPI's School Food Services director, Brisbin Skiles, the idea of a voluntary, cooperative food purchase program was developed, with OPI acting as a food broker for participating schools.

In late 1981, over a hundred Montana school districts voluntarily grouped together to order over 10,000 units of food at a combined cost of nearly $145,000. The system seemed to work, and the following years saw the program grow. "I feel our Cooperative Food Purchase is a purely service-oriented activity of the Office of Public Instruction," said Ed Argenbright, State Superintendent. "It is neither mandated nor required by federal or state statute or regulation."

Since its inception, the program has grown in number of schools participating and the quantity and value of food ordered. Bidding on the cooperative order is competitive. Last September, for example, just $3,330 separated the two bids on a total purchase of $495,133. Bids are made in September and December, with fewer units ordered in December since at that time schools are ordering for February through May, with some supplies to be carried over into September. The bid includes direct delivery to each school, with payment made by the school district to the successful bidder.

School food service personnel who have participated in Cooperative Food Purchase are enthusiastic about it. Jan Weaver, food service manager for Red Lodge Public Schools, said she saved 25 percent on her September order last year. "When I compared the cost of food purchases on the Cooperative Food Purchase with actual invoices of food I had previously purchased, I found that I had saved over $500," she said.

"Any time you can save money and still buy the same quality, it's a pretty good idea to do it," said Jack Wrightson, Assistant Superintendent of Columbia Falls Public Schools.

"We definitely save money," said Peggy Vennes, cook for Plevna Public Schools. "Out here where costs are high, we save anywhere from $3 to $14 per case."

Participants have found that Cooperative Food Purchase prices can be substantially lower than local grocery store prices. For instance, one school found a 31 percent price difference between store and Cooperative Food Purchase prices for whole tomatoes. Other savings ranged from 21 to 103 percent in favor of the cooperative program. "I believe the Cooperative Food Purchase is the best opportunity for all schools—regardless of size—to get the best prices on many of their foods," said Bob Burroughs, school food services manager for Bozeman Public Schools.

OPI staff estimate that statewide average savings are between 25 to 30 percent, with some schools saving up to 40 percent on specific items. Reduced prices are not guaranteed. However, past experience shows that with a greater number of school districts participating and a larger quantity of food units ordered, the resulting prices are lower.

The Division of School Food Services requires that all food items meet specifications and be acceptable to schools and students. All brands of food listed on a bid sheet have been evaluated by School Food Service staff.

The next Cooperative Food Purchase will be announced in April for delivery in October. Complete instructions on how to participate will be mailed to each school district in April. In the meantime, if you have any questions or need further information, please do not hesitate to call the Division of School Food Services (1-800-332-3402).

COOPERATIVE FOOD PURCHASE

	Number of Schools		Number of Food Units		Dollar Value	
	Sept.	Dec.	Sept.	Dec.	Sept.	Dec.
1981	—	141	—	10,593	—	$144,696
1982	104	80	20,910	6,153	$308,785	97,605
1983	129	118	22,866	14,469	408,921	283,892
1984	141	133	27,965	18,713	495,133	320,421

NEWS BRIEFS

MAESP OFFERS INCENTIVE GRANTS

The Montana Association of Elementary School Principals (MAESP) is offering a scholarship/incentive grant to a student successfully applying to or enrolled in an approved course of study for the Master of Education degree in elementary school administration. The intent of the grant is to encourage study and professionalism in school administration.

An applicant must have completed three years of successful teaching in elementary education (K-8) and hold a current Montana Class 2 teaching certificate. He/she must have successfully applied to or be enrolled in the master's program Applicants will be judged on the basis of successful and exemplary teaching experience, community involvement, leadership, letters of recommendation and a written summary.

Applications should be submitted by March 1 to: Board of Directors, Montana Association of Elementary School Principals, 501 N. Sanders, Helena, MT 59601.

BOARD MEMBERSHIP CHANGES

Harriett Meloy, member of the Board of Public Education for the past 15 years, retired at the end of January after a long career of service in public education. Appointed to replace her is Alan Nicholson, a property developer from Helena. Nicholson was math-science supervisor for the Office of Public Instruction several years ago and has taught high school math and science.

Bill Thomas, formerly a state senator from Great Falls, was appointed to the board last fall to fill the vacancy left by George Johnson.

ASBESTOS CLEANUP HELPS SCHOOLS PREVENT HEALTH HAZARD

U.S. Environmental Protection Agency (EPA) regulations effective in 1983 require every Montana school district to inspect schools for asbestos and to notify parents and teachers if hazardous situations are found. The EPA rules call only for identification, location and notification. Schools are not required to take action, although the intent is to prompt them to address the problem.

EPA offers information and technical assistance for school-sponsored inspections. Agency officials emphasize that *local* school officials must ultimately determine asbestos control measures—e.g., removal, encapsulation, enclosure, special operation and maintenance, no action—appropriate to their specific situation. They also emphasize that the presence of asbestos in a school is not necessarily a hazard. Health problems arise when the asbestos is or can become friable (loose and flaky) and can release respirable particles into the air.

School districts may need private contractor services for their remedial measures. If questions arise about such procedures, a school district should call EPA before contracts are signed

The Asbestos School Hazards Abatement Act, passed by Congress last fall, authorizes federal funds in the form of loans or grants to schools for the correction of asbestos hazards. Local school districts must apply to the state abatement program coordinator as soon as possible. Contact Larry Lloyd, Montana Department of Health and Environmental Sciences, for complete details (444-3671).

FIVE MONTANA SCHOOLS BID FOR NATIONAL HONORS

Three Montana secondary schools and two junior high/middle schools have been nominated for the National Secondary School Recognition Program as schools with exceptional education programs and the attributes of successful schools.

Nominated by a committee of teachers, administrators and staff from the Office of Public Instruction are Billings West High, Colstrip High, Bozeman High, C.R. Anderson Middle School (Helena) and Will James Middle School (Billings). Selection was based on overall effectiveness and student achievement as well as academic goals, high expectations for students, frequent monitoring of student progress, student performance on standard achievement tests, student participation in academically-oriented competition, teacher efficacy and community support.

The nominations for each of the two levels will be reviewed by a national panel of educators. A final selection will be made, and a list of schools will be submitted to the U.S. Secretary of Education for public recognition.

BENNETT APPOINTED NEW EDUCATION CHIEF

President Ronald Reagan has appointed Dr. William J. Bennett as the nation's new Secretary of Education. Bennett succeeds T.H. Bell, who retired from the office to return to university administration in Utah.

Bennett chaired the National Endowment for the Humanities under the Reagan administration.

ADMINISTRATOR CERTIFICATION PROPOSAL

The Board of Public Education has accepted a proposal by the School Administrators of Montana, Montana State University and the University of Montana to modify the requirements for certification in school administration. The proposed administrative rule will be the subject of a public hearing on February 21 in Helena.

If adopted, the rule would provide as follows: effective July 1, 1985, certification as a principal will require a master's degree in school administration or the equivalent, eligibility for the Class 1 or 2 teaching certificate and verification of three years of teaching experience as a properly certified and assigned teacher at the appropriate level. In addition, within their program, principals must have at least 21 graduate quarter credits in education or the equivalent, including general administration, elementary or secondary administration (as appropriate), administration of guidance services, supervision of instruction/evaluation at the appropriate level, school curriculum at the appropriate level, school finance (budgeting) and school law.

The superintendent endorsement will require a master's degree in school administration or the equivalent, eligibility for the Class 1 or 2 teaching certificate, a completed school administration program for principal (including the minimum core outined above) and 12 graduate quarter credits beyond the master's degree to include: school management/facilities, school negotiation, school finance (economics of education) and public relations.

Also required for the superintendent endorsement are 12 graduate quarter credits in elementary education to include elementary administration and elementary curriculum if endorsed as a teacher at the secondary level *or* 12 graduate quarter credits in secondary education to include secondary administration and secondary curriculum if endorsed as a teacher at the elementary level. The applicant must also have three years of teaching experience from the date fully qualified as a principal *or* one year of administrative experience as an appropriately certified administrator (principal, assistant principal, supervisor) *or* one year of supervised internship as superintendent.

Those who currently hold a valid administrative certificate endorsed for superintendent or principal may continue to renew under the academic minimums by which it was issued, as long as it is not allowed to lapse. In addition, those enrolled in an approved master's program at an accredited college prior to July 1, 1985 that would result in administrative certification in Montana are eligible for administrative certification under the former requirements until July 1, 1988.

Additional information may be obtained from the certification office at OPI. For information on the February 21st hearing, contact Dr. Hidde Van Duym, Executive Secretary, Board of Public Education, 33 S Last Chance Gulch, Helena, MT 59601.

MONTANA YOUTH RATE THEIR EDUCATION SYSTEM

Most Montana high school students rate their schools and teachers above average, according to a survey taken at the Montana Association of Student Councils annual convention last winter. The students felt their classes offered "just the right challenge," favored pay raises for teachers and supported basic skills testing before teachers are certified.

Most of the 250 survey respondents were from public schools, although private school students were represented. Their responses were compiled and submitted to the Board of Public Education by the board's student member, Vincent Micone III of Butte. Micone told the board that "Students have a large stake in their own education. This survey will help you understand their feelings about the system that educates them."

Forty-three percent of the respondents gave their schools a grade of B, with 38 percent saying their schools were worth an A. Over half (59 percent) gave their teachers a B for "output and performance" (17 percent A; 17 percent C; 5 percent D; 2 percent F), and 40 percent said their principals and school administration deserved a B (28 percent A; 20 percent C; 9 percent D; 2 percent F).

Eighty-nine percent opposed the extension of the school year from the current 180 days to 210 days, and over half (51 percent) opposed lengthening the school day by an hour. Feeling was also strong about high school classes offering just the right amount of challenge, although 12 percent said classes were "too easy" and 9 percent said they were "too hard."

More than half felt that teachers' current salaries were too low and favored pay raises. Fifty-four percent said they were not considering a career in education, but many would (43 percent) if salaries were higher. Before teachers are certified, they should be given a basic skills test, said 65 percent of the respondents.

The subject of a constitutional amendment allowing prayer in schools seemed a matter of individual conscience, as 35 percent expressed "no opinion"; 31 percent favored school prayer while 34 percent opposed it.

Offered a list of five problems in education, students rated them in this order: lack of enough financial support (25 percent said this was the biggest problem); use of drugs and alcohol (23.5 percent); difficulty getting good teachers (22.5 percent); lack of discipline (16 percent); and poor standards/poor curriculum (13 percent).

STATUE OF LIBERTY HONOR ROLL

Add these names to the growing list of Montana schools which have contributed to the restoration of the Statue of Liberty and Ellis Island National Monument.

Isabel Bills School, Colstrip
Billings Senior High School
Ashland School
Prairie View School, Conrad
Broadus Elementary
Powder River County High School and Elementary District 79J
Fairview School
Lewis & Clark Elementary, Lewistown

The OPI curriculum handbook on the Statue of Liberty has been updated and reprinted. It now includes ideas for student fund raising activities. To get a free copy, call or write: Public Information, Office of Public Instruction, State Capitol, Helena, MT 59620 (1-800-332-3402).

VISUAL ARTS: GIVING I

"If education as a generic term is a process that expands human consciousness, and which fosters one's ability to construct forms that give meaning to experience, then any educational program that neglects half of man's mind is half an education at best; at worst it is a mutilation of human capability."

—Elliot Elsner
Professor of Art and Education
Stanford University

Even as science and technology claim importance as educational priorities, few will deny the essential role of the visual arts in a complete education. The arts develop thinking skills such as perception and imagination, help students create and build self-discipline and teach an "aesthetic literacy" vital for personal growth. When integrated into the curriculum, they are an important tool for teaching math, science, social studies and other subjects. In short, the arts give enthusiasm and expression to the learning experience.

Montana's art teachers believe in the importance of developing their students' expressive potential. We asked several teachers from large and small, urban and rural, elementary and secondary schools to describe their programs. The sampler on these pages shows that when it comes to the visual arts, Montana schools are exciting places to be.

Great Falls: Using Community Resources

In Great Falls Public Schools, art programs extend regular classroom curricula by taking advantage of community resources. For example, the district recently borrowed an exhibit of work by artist Lee Steen from Paris Gibson Square, a Great Falls art center, and installed it in each elementary school. Steen's large, whimsical wood sculptures not only were delightful to view, they also were the basis for student drawing and painting exercises.

Ceramic mask by Paul Ricci, 5th grade, Webster-Garfield School, Butte.

Shawn Robinson, 3rd grader at Lockwood School in Billings, shows his painting of love birds, done from live specimens brought to class.

"Exploring the relationship between viewing art and making art is a key part of our arts curriculum," said James Poor, art supervisor for Great Falls Public Schools. "Exhibitions of original art can be too costly for limited school resources. Cooperative programs with artists or with local art centers allow expansive potential."

The same principle is applied to staff development. District staff members work closely with guest artists to improve their capabilities as Instructors as well as working artists. Several artists provide inservice and instruction through a special graduate course developed with Eastern Montana College. Students and teachers also benefit from ongoing tours and projects with Paris Gibson Square and the C.M. Russell Museum.

The regular arts curriculum for junior and senior high school students includes painting, drawing and graphics, studio courses, workshops and structural, crafts and commercial design. Special projects have involved students in an enormous centennial mural on a major highway underpass leading to the city, monthly exhibits at the school administration building and Great Falls airport and regular displays at shopping centers, banks and other community centers. This spring, students will do murals at the senior citizens center and public library in celebration of Youth Art Month.

"We're committed to experiences that help each student become increasingly expressive and visually literate," said Poor. "The creative integration of school and community opportunities promotes a sound arts education for Great Falls students."

Colstrip: Student Pride is Important

At Frank Brattin Middle School in Colstrip, staff strongly feel that the visual arts should be a positive part of each student's inner as well as external environment. The lively, colorful student artwork on display at the school and in the community reflects that philosophy.

Murals on the school's second floor illustrate the theme "Tomorrow and Beyond." Aliens, planet symbols, future civilizations and supernatural wonders exemplify the talent of student artists and duly impress the visitor. "Because these murals have created a sense of belonging and participation, our students are showing a more positive attitude towards school property," said art instructor Irene Moren.

The Colstrip Women's Club annually judges student art for display at the Waterworks Art Gallery in Miles City and at Colstrip's First Interstate Bank. Harold Tokerud, superintendent of Colstrip Public Schools, has also arranged for displays in the board room of the administration office. Rotating exhibits "give the room a lift and generate a sense of pride among students whose art is displayed there," said Moren. Another regular opportunity for student art exhibitions is the Rosebud County Fair.

Art instruction is based on mastery learning, positive reinforcement, time-on-task and a sense of trust between student and teacher, says Moren. This approach and the extensive opportunities for student exhibitions help produce a sense of pride in Frank Brattin Middle School.

Butte: Young Artists "Go International"

Artists from Butte are nationally and internationally famous these days—and they are under 12 years old!

Last year, 90 out of 700 pieces selected by the U.S. Society for Education Through Art for a travelling exhibit were by Butte students at Margaret Leary, Emerson, Whittier and Webster-Garfield schools. The exhibit was shown at the World Congress of Art in Brazil and toured major U.S. cities.

Seven Butte students successfully entered artwork for a Tokyo tour sponsored by Pentel and a Japanese foundation. Kerrie McKenzie of Whittier School received a Silver Award in that competition. A watercolor of seashells by Matthew Vincent, another Whittier student, illustrates August on Northwestern National Life Insurance's 1985 children's art calendar. Four other Butte students received honorable mentions in the competition, which draws over 2,000 entries nationwide.

Charlene Greene, Karen Peterson, Lou Parrett and Willie Lovett, art teachers in grades 4-6, encourage their students to enter work in exhibitions and competitions. All four teachers travel to different schools in the Butte district, offering a basic arts curriculum and special projects.

Butte students are involved in many local activities: a children's show at the Arts Chateau; banner-making for Butte's annual ethnic festival; exhibitions at the Junior League's "Richest Hill on Earth" show and auction; and posters for the Chamber of Commerce's tree sales.

Box Elder: Cultivating Native Talent

Tom Marinkovich knows that young people who take great pride in their unique heritage are naturally expressive artists. Marinkovich teaches art at Box Elder High School in northcentral Montana, where many of his students are Native Americans. "The students at Box Elder are so very talented, it is important to make available to them many possibilities for their creative expression," he said. "My courses seek to fill that function."

Responding to his students' talents, Marinkovich has expanded a standard arts curriculum to include traditional Native American arts. One of his students, Jodi Murie, constructed an

Art from Box Elder High School—scratch art by J.O. Henderson (above) and a linoleum print by Pete Demonitney (right).

EXPRESSION TO LEARNING

entire native costume, including intricately beaded moccasins, leggings, braid holders and a medallion. It took three months to complete, but Murie's skill was rewarded when her costume won a prize at the 1983 Young Artists Roundup in Dillon. Three other Box Elder students won prizes in the nine-school competition.

Even in traditional media such as printmaking and painting, students are encouraged to explore themes and techniques that are personally meaningful. As a result, these young artists have become renowned for their innovative Indian art. Their work may be found in the Washington, D.C. offices of Montana's Congressional delegation and in the offices of National Impact Aid and Title IV Indian Education at the U.S. Department of Education. Fifteen pieces hang in schools in Kunamoto, Japan, Montana's sister state.

Billings: The Importance of the Basics

Elementary and junior high art programs at Lockwood Schools in Billings demonstrate the importance of an enriching and fundamental curriculum. Katie McLeod, primary art specialist, ensures that her K-3 students work in an art room that is a highly productive space for inventive young minds. "My emphasis is the imaginative, purposeful and sequential reinforcement of art fundamentals and techniques throughout the primary grades," she said.

McLeod's students are encouraged to manipulate new materials through various techniques, expand their multi-sensual perceptual development and investigate their surroundings as an "aesthetic experience." Recognizing children's natural affection for animals, she brought in two live love birds for her students to draw. The exercise showed that when students expand their own motivations, creative expression easily follows. "Art education has a profound impact on individual human growth," said McLeod.

Art teacher Verondi Havens re-emphasizes these principles in her classes at Lockwood Junior High. "Challenge centers" for special projects urge students to work independently beyond basic instruction in concepts and techniques. Book illustrations integrate art with language skills; special batik projects introduce students to a less traditional medium.

In a growing school system, Lockwood's art teachers often find it difficult to keep up with space and scheduling problems. Nevertheless, their dedication to a sound and purposeful art program remains at the core of their efforts.

Wyola: Aesthetic Awareness Through Community Culture

Like their parents, students at Wyola School share an acute awareness of aesthetics. Art is highly valued by both family and culture, and this small community at the base of the Big Horn Mountains has seen to it that their school offers a broad and enriching art program.

The program is coordinated by Linda Pease, art teacher, artist of contemporary and native art modes and member of the Crow Tribe. It includes study and creation of contemporary visual arts, Native American art and the history and ancient history of both. Pease's curriculum methodically increases her students' awareness of artistic elements and encourages their creative expression with various media. Many of the basic elements of art—line, form, color, design—are found in Native American art. "When these elements are presented in conjunction with what a student already knows and has a feeling for, new ideas and concepts are more easily comprehended," Pease said. "Thus, a foundation of elements and skills is constantly built, enriched and expanded."

Throughout the year, Pease brings in resource people to instruct in painting, beadwork, drum-making, quillwork and other Native American arts. "This keeps the community in touch with the school and develops strong relations with these important people," she said. "It gives the students a chance to relate directly with their elders and develop a deep appreciation for them."

Pease directs the music program, which also emphasizes cultural and individual awareness and involves the entire community. Both programs are increasingly well-recognized. For the past two years, Wyola students have captured more prizes, recognition and ribbons than any other Montana elementary school at the annual Montana Indian Education Student Art Competition. Students have won prizes at Big Horn County's youth art competition, and their work has been honored on a state, regional and national basis.

Missoula: A Teacher Can Make the Difference

Ellen Swift has taught second grade in Missoula for 14 years. At age 60 plus, she is just now thinking of retiring from her present position at Mount Jumbo School. According to Susan Woyciechowicz, art teacher in Missoula Elementary District 1, Swift exemplifies the importance and role of the classroom teacher in art education.

"Part of my duties as a classroom teacher is to provide a regular program of opportunities and materials that allow my students to explore the freedom of expression," Swift said. "One of my tasks is to find ways that I can keep my students—every one of them—open and receptive and responsive to the idea of self-expression."

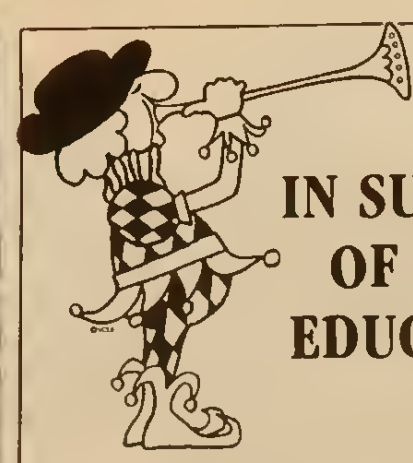
Woyciechowicz says that Swift's classroom is "an exciting environment, a veritable gallery of joyful and spontaneous paintings." Teachers like Swift make it easier for her and the district's other "travelling" art teachers, Jackie Alford, Doosy Habbe and Bobby Tilton, to cover seventeen elementary schools.

The Missoula art program not only stresses the importance of the classroom teacher, it also encourages district-wide participation in community activities. Each year during Youth Art Month, Missoula's huge Southgate Mall displays over 2,000 pieces of children's artwork. "The idea is to make children's art visible to the public and for the kids to see their own work," said Bobby Tilton. The art covers the mall from one end to another, from its floor to its beams. The mall's managers say that the show attracts one of the largest audiences of the year.

Ellen Swift sums up a common feeling among Missoula's art teachers. "Art is a personal experience for young children. There is no competition, no grade, no threat of failure, no fear, no anxiety—just sheer pleasure derived from the freedom to create. And children's paintings are so special. Most of the time we underestimate their depth and beauty."

Artist-in-Residence Susan Rostow (right) shows a Butte student a chemical printing process.

Vince Black Hawk, a talented 8th grader at Wyola School, has won many first prizes in art competitions.



IN SUPPORT OF ARTS EDUCATION

These are some of the groups involved in arts education in Montana schools:

Artists in Schools—Montana Arts Council, Helena (444-6430)

Montana Art Education Association, Missoula (549-1516)

Montana Alliance for Arts Education, Helena (444-4442)

Young Audiences, Missoula (721-5924)

For information on all aspects of arts education in Montana schools, call Janet Athwal, Arts Education Specialist, Office of Public Instruction, Helena (1-800-332-3402).

MARCH IS YOUTH ART MONTH

RESOURCE NOTES

***Resource Notes**, by staff specialists at the Office of Public Instruction, give Montana educators a variety of useful information and access to important resources in specific subject areas. If you have any questions about what you read here or simply need assistance, call OPI (1-800-332-3402).*

ENGLISH LANGUAGE ARTS

English Teachers Condemn "Writing as Punishment"

The National Council of Teachers of English (NCTE) unanimously passed a resolution "condemning the use of writing as punishment" at its 4th annual convention in Detroit last November. The resolution is of particular interest to Montana because the Montana Association of Teachers of English and Language Arts co-sponsored it. Other sponsors were Wyoming and Missouri chapters, and Florida supported it in floor discussions.

The resolution states: "Be it therefore resolved, that the National Council of Teachers of English condemns punitive writing assignments...[and] discourages teachers, administrators and others from making a punishment of such writing as copywork, sentence repetition, original paragraphs and themes and other assignments which inhibit desired attitudes and essential communication skills; and that NCTE disseminate this opinion to the appropriate audiences, including the general public."

"'Writing is a significant life skill, a valuable means of self-expression and an important part of educational achievement and career success," said NCTE. "Writing is a powerful instrument of thought and a way of learning subject matter. Writers learn about themselves and their world, and through writing they communicate their insights to others." As the NCTE Commission on Composition has argued, the writing act should include the process of imagining an audience, setting goals, generating ideas and notes, producing drafts and revised text and editing the product to meet the audience's expectations.

Recent studies show that using writing as a punitive measure is a widespread problem perpetuated by both teachers and administrators in elementary and secondary schools. A national survey of teachers shows that 54 percent of the respondents were aware of the practice of assigning writing to punish students or curb unacceptable behavior. Other studies and English teachers' experiences confirm that students who have experienced punitive writing assignments form negative attitudes toward writing. Penmanship also suffers from punitive, repetitive copywork.

Seldom—if ever—is any other subject area assigned as punishment. This resolution should help to educate ourselves and our colleagues so that we can do away with this educationally unsound practice.

Improve the Teaching of Writing

The Montana Writing Project is accepting applications until March 1 for the summer of 1985. Any K-12 teacher interested in improving the teaching of writing should write Dr. Beverly Chin, Director, Montana Writing Project, University of Montana, Missoula, MT 59812. See page 4 for details.

Regional NCTE Conference

Don't forget the Northwest Regional National Council of Teachers of English Conference on April 25-27 in Seattle. The theme will be "Soundings: Measuring the Depth, Assessing the Heights, Offering Our Best Judgments of the Learning and Teaching of the English Language Arts in Elementary Schools, Middle, Junior and Senior High Schools and Colleges." Over 100 workshops and presentations by outstanding teachers from British Columbia, Idaho, Montana, Oregon and Washington will be featured, with sessions on writing, reading, listening, speaking and thinking.

—Claudette Morton
English Language Arts Specialist

Have a question?

Call OPI:
1-800-332-3402

PUPIL TRANSPORTATION

Fire Extinguishers

The National Traffic Safety Board has recommended to the National Highway Traffic Safety Administration that fire extinguishers should be required at the front and rear of school buses. NHTSA responded, "Placing fire extinguishers outside the driver's compartment has increased theft and vandalism. The benefits of placing a second fire extinguisher in the rear of the school bus are so few as to make this requirement unwarranted."

Count The Little Children

The following is a true account of what happened to a school bus driver on a school bus route in Iowa in February 1984

The incident took place during an in-town, noon, kindergarten route. At one particular stop, the driver normally lets eight students off the bus. Two cross in front of the bus and walk down the sidewalk to the left, four go to the right front and up the sidewalk, while the last two go to the right and down the sidewalk toward the rear of the bus.

All of the students were off the bus, and the driver was ready to resume her route. She looked left and saw two children, then checked right rear and saw those two, checked right front and saw only three of four walking down the sidewalk. The driver then set the emergency brake, got off the bus and tried to locate the missing child before moving the bus. She found the missing child under the bus trying to retrieve his report card. Had the driver just pulled away, she could have run over both of the child's legs at least. Or it could have been fatal.

If it had been one of your buses, would you have known how many students to account for? Would you have followed the same procedure this driver did?

The following comes from *School Transportation Director:*

Seat Belts Flunk Canadian Tests

Collision tests conducted by the Canadian government using instrumented dummies in three sizes of pupil transport vehicles indicate that "Children wearing seat belts appeared to fare worse (than those unbelted) in this particular crash."

That is the word from Robert Myers, Chief, Traffic Safety Standards and Research Branch, Department of Transport in Ottawa. Myers cautioned, however, that a different type of crash could produce different findings. Three vehicles were used—a large and medium-sized bus provided by Thomas and Blue Bird and a van conversion unit manufactured by a Canadian company. One set of tests was conducted by heading at a speed of 30 mph into a fixed collision barrier. A more serious crash test represented a 60 mph closing speed. All crashes were head-on.

The Canadians tested for head-on collision information because that appears to be their most prevalent type of school bus accident.

Stop Using Old School Buses

Churches and other sponsors of student activities should quit using school buses predating the minimum federal safety standards that went into effect in April 1977. The National Transportation Safety Board made this conclusion after investigating a Texas accident involving a 1970 Ward bus, where the driver and 8 passengers were killed. It was not a school-sponsored trip.

The report said, "Lack of rigidity in construction before April 1977 contributed to the severity of the accident. Contact injuries could have been reduced by new safety standards including better seat padding, high seat backs and energy-absorbing seat surfaces in front of passengers."

This should be a good reminder to school districts or contractors in our state who are operating pre-April 1977 school buses Retrofit those old metal exposed seat backs with new padded seat covers.

—Terry Brown
Pupil Transportation Specialist

SPECIAL DAYS/WEEKS FOR STUDENTS

February	Black History Month
March 3-9	Women's History Week
March 17-23	National Wildlife Week
April 14-20	National Library Day *A Nation of Readers*

GIFTED & TALENTED

Summer Program Grants for Gifted and Talented

Local school districts seeking assistance for district-sponsored summer education programs for identified gifted and talented students may apply for Office of Public Instruction mini-grants after February 1.

The funds are available to any school district (K-12 or portions thereof) with identified gifted and talented students in the areas of general intellectual ability, specific academic aptitude, creative and productive thinking and visual and performing arts. The grants are awarded on a competitive basis, and proposals must not exceed two pages. A maximum award of $1,000 will require equal matching funds from the school district.

Applications may be submitted after February 1 but no later than April 26. Notification will be made in mid-May. For information, contact Nancy Lukenbill at OPI (1-800-332-3402).

—Nancy Lukenbill
Gifted and Talented Programs

COMPUTER EDUCATION

OPI Computer Preview Center

The Office of Public Instruction (OPI) now has a Preview Center at its Helena offices so that educators throughout the state may review computer hardware and software.

The center has obtained a number of computers—some through donations by computer companies—including Radio Shack TRS-80, Apple, Commodore 64, IBM-PC and IBM-PC Jr. Each has a selection of software so that visitors may sit down at a machine, review software and compare one machine with another. Several samples of educational software and demonstration disks are available for review.

All of the software may be reviewed by educators in the Preview Center in Helena and/or at a school if OPI personnel are visiting that area. We have a list of all of the commercial software available for each machine; if OPI staff are in your area and you would like to review certain software while they are there, you may call and re-

quest that it be brought to your school.

The software cannot be loaned or mailed to schools. Since many companies donated this material to the Preview Center, we have assured them that its integrity will be carefully guarded. Because we cannot ensure that software will be undamaged in the mail or protected while it is out of the center, this policy is important.

The collection includes a large selection of public domain software for several of the computers. (Public domain software is available for anyone to use and copy, while commercial software cannot be copied.) If you wish to copy these programs, please bring blank disks to the office. Because of the great quantity of software and uncertainty of individual needs, our staff cannot make copies and return them to schools throughout the state.

We do not encourage schools to spend their software monies on public domain software. Generally, you will find that it is poorly written, lacks documentation, fits a very small portion of the grade level or curricular area and may have only a single use in any subject matter area.

One of the big questions schools face today is where to find good software and software evaluations. OPI has a large number of software evaluations, access to nearly 20,000 evaluations through various national databases and a list of evaluations from EPIE, MICROSIFT, etc. You are welcome to come to the center to examine these reviews. Because of copyright restrictions, we cannot send copies of any evaluations except those from MICROSIFT.

Perhaps the best way to obtain information ahout computers and software is to contact us for a list of schools using certain computers in the particular subject area of interest to you. We can put individual schools in contact with teachers from other schools, who then may be the best source of information.

If you have questions about the Preview Center, please contact John Heinrich in OPI's Information Resource Center or Dan Dolan, Computer Education Specialist (1-800-332-3402).

—Dan Dolan
Mathematics and Computer Education Specialist

READING

Where Students' Work is Published

The following publications feature prose, poetry and art by students:

Stone Soup
Children's Art Foundation
Box 83
Santa Cruz, CA 95063

Written entirely by children. Accepts all types of written material and artwork. Send self-addressed stamped envelope for return of material. (Ages 3-13)

Children's Playmate
P.O. Box 567B
Indianapolis, IN 46206

Sponsors annual contest for young artists, poets and writers. (Age 5-8)

Ranger Rick's Nature Magazine
National Wildlife Federation
1412 Sixteenth Street, NW
Washington, DC 20036

Publishes nature letters, poems and art. (Ages 4-12)

Electric Company Magazine
One Lincoln Place
New York, NY 10023

Accepts students' jokes. (Ages 8-12)

TRAFFIC EDUCATION

Toii-Free Auto Safety Hot Line

The National Highway Traffic Safety Administration's (NHTSA) toll free auto safety hot line provides consumer information on safety-related materials and motor vehicle recalls. Consumers may request printed materials on drunk driving, safety belt use, fuel economy ratings, crash test results, odometer tampering laws and other NHTSA publications. All materials are free. Dial 800-424-9393. The hearing impaired may contact the hot line through teleprinter service: 800-424-9153.

Youth's Negligence Costs Parents A Million

An Alameda County, California, jury ruled that the parents of Bradley Nelson were legally responsible for their son's negligence in a drunk driving crash that killed one person and permanently injured another.

Although the youth was 20 years old at the time of the crash, the parents were liable because young Bradley lived at home; they had helped Bradley purchase a souped-up automobile capable of reaching up to 140 mph; they were fully cognizant of the youth's extensive record of reckless driving (he participated in speed contests, would try to outrun police cars and had prior arrests for driving under the influence and reckless driving); they purchased gas for his car; and they had served him wine with dinner on the evening of the fatal crash, knowing he later would be driving.

Not only were the parents held liable, the youth was held responsible as well. The jury agreed that he should pay an additional $85,000 in damages to the surviving victim.

Although unusual, this case should remind parents that *they may be held responsible for the negligent acts of their children,* regardless of their ages.

—Curt Hahn
Traffic Education Specialist

FEDERAL MATH/SCIENCE PROGRAM RULES AND REGULATIONS

The U.S. Department of Education has issued proposed rules for state grants under the new $100 million math and science education program authorized by Congress last year. Montana's share will be $450,000: $315,000 (70 percent) for elementary and secondary programs in local school districts and $135,000 (30 percent) for higher education programs in colleges and universities.

The elementary and secondary school program allocation will be divided as follows: $220,000 to schools for inservice and staff development; ahout $64,000 for demonstration programs involving exemplary projects in math and science; and $31,000 to the state education agency for technical assistance and/or information dissemination on exemplary math and science programs, administration of the entire program and a statewide needs assessment.

Part of the $220,000 for local school districts will be allocated on the same basis as Chapter 2 block grants—that is, a per-student amount will be determined, and a district will receive an allocation based on the number of students times the per-student dollar figure. Another portion of that amount will be distributed on the same basis as Chapter 1 formula dollars.

Of the totals earmarked for colleges and universities, $128,000 will be for competitive grants funded on the basis of agreements between those institutions and local school districts for staff development in math, science and foreign language. The remainder of the higher education grant will be used for administration and developing the statewide needs assessment.

According to information issued thus far by the U.S. Department of Education, the elementary-secondary, local school district part of the program will be administered by the Office of Public Instruction (OPI), and the higher education program will he administered by the Office of the Commissioner of Higher Education.

Based on these preliminary guidelines, the entire program may be outlined as follows:

1. *Local needs assessment.* OPI and the Commissioner of Higher Education will together develop an assessment tool that school districts can use to evaluate their staff development needs in math and science. The tool should be ready by April; districts must complete and return it to OPI by the end of May.

Each district wishing to receive a grant from OPI or wishing to enter a cooperative agreement with a college or university *must* make this assessment.

2. *Statewide needs assessment:* The data generated by the local needs assessments will be used to compile a statewide needs assessment, which is mandated by the federal legislation and must be submitted to the U.S. Department of Education in August. The Commissioner of Higher Education and OPI will make the statewide assessment. Again, the two agencies *must bave local data* in order to receive funding.

3. *Local plan:* After a district has compiled and submitted its data, it must develop a plan to meet its assessed needs in the areas of math and science. School districts applying for state-administered funds or to work with an institution of higher education should complete this plan by November 1, 1985. With these plans in hand, universities and colleges will also be able to review local needs and develop their own grant proposals.

The assessment and staff development plans at the local level must include teachers from private school(s) within the district. However, this does not preclude a private school from developing its own proposal.

OPI and the Commissioner of Higher Education will review proposals from districts and colleges and universities. Grants will then be awarded by January 1986.

School district proposals must be based on the local needs assessment. They may be submitted by one district or a consortium of districts. Money used can then be allocated on the basis of student enrollment, or districts may propose to enter into a staff development program agreement with a college or university.

All funds allocated under the elementary and secondary program must be spent for staff development or inservice in math and science. Foreign language inservice may be supported through the higher education portion of the funds. Although computer education was included in the original legislation, no funds may be spent in this area until a district has completed *all* of its staff development needs in math, science and foreign language. No monies can be spent on equipment or instructional materials until all staff development needs in math, science, foreign language and computer education have been satisfied. In order to waive this clause, a district must certify in writing that all staff development needs have been met in all subject areas. The waiver request will be reviewed and, if needs have been met, funds may be used for equipment and instructional materials. At this point, with the one- to two-year schedule, it is unlikely that Montana schools will need to go this route.

Complete information about all aspects of the math/science program will be passed on to you as soon as it is availahle from the Department of Education. In the meantime, work has begun on the local assessment tool; that tool, along with all information, will be sent to each superintendent in April.

If you have questions about this program, please do not hesitate to call Bob Briggs, Science Specialist, or Dan Dolan, Mathematics and Computer Education Specialist, at OPI (1-800-332-3402).

UNCLASSIFIEDS

Unclassifieds *is a "bulletin board" of resources, events and announcements of interest to educators. However, the naming of a service or product does not mean a recommendation or endorsement by the Office of Public Instruction.*

COMPUTER EDUCATION

INTERMOUNTAIN COMPUTER EXPOSITION

The Intermountain Computer Exposition (formerly "Computers in Business Expo") will be held at the Billings Sheraton on March 28-29. Presenters have been selected for their expertise and presentation skills. Seminars and many other exposition features assure that all types of computer users will be apprised of the scope and direction of this changing technology.

For catalog and/or information, contact: Intermountain Computer Exposition, Eastern Montana College Center for Continuing Education and Community Service, 1500 N. 30th St., Billings, MT 59101-9990.

SURVEY SHOWS LONG-RANGE PLANS ARE NEEDED

A large proportion of school superintendents believes that computers will have a tremendous impact on schools in the next decade. However, few of their districts have adopted board policy on computer education or a long-range plan for computer use.

Those are two of the findings of a survey of superintendents conducted for a new American Association of School Administrators (AASA) critical issues report entitled, *High Tech for Schools: Problems and Solutions*. The report cites several ways to ensure the long-term use and effectiveness of computers in schools and offers a number of planning tips shared by school administrators throughout the U.S.

The document is available for $15.45 from AASA, 1801 N. Moore St., Arlington, VA 22209.

Don't let your lungs go to pot.

Smoking marijuana is a lot more dangerous than you think. And a lot less cool.

Recent studies show that pot can do a lot more damage to your lungs than anyone ever thought. Especially if you're young.

So, if you smoke, or if you're thinking about it, think again.

AMERICAN LUNG ASSOCIATION
The Christmas Seal People®

Space contributed by the publisher as a public service

MISSOULA COMPUTER ED CONFERENCE TARGETS TEACHERS

The University of Montana's 1985 Computers in Education Conference, March 29-30, is designed to enable more teachers to share and explore practical computer applications for the classroom. The program topics are targeted at elementary and secondary teachers as well as college-level teacher trainees. Local, state and regional computer experts will give practical, hands-on computer demonstrations.

A one-credit option is available through the conference. For information and a program brochure, contact the Center for Continuing Education, 125 Main Hall, University of Montana, Missoula, MT 59812 (243-4623).

SCHOLARSHIPS

AERONAUTICS SCHOLARSHIPS FOR TEACHERS

The Montana Aeronautics Division is offering scholarships valued at $100 for teachers who are interested in attending one of eight Aerospace Teacher Workshops in June. The courses are designed for teachers and may be taken for college credit. They are held on the campuses of local colleges and universities.

For information, contact the Montana Aeronautics Division, PO Box 5178, Helena, MT 59604.

HEALTH

DON'T LET THEIR LUNGS GO TO POT

"Of the 20 million current marijuana smokers in the U.S., nearly 3 million are adolescents," according to Dr. Robert L. DuPort, President of the American Council for Drug Education. "More than one third of all high school students have used pot by 8th grade."

With the age of use dropping, the American Lung Association continues to emphasize prevention by offering new materials aimed at drug abuse among 9 to 11 year olds. *Marijuana: A Second Look* has materials for parents, teachers and the kids themselves. These materials are free through the American Lung Association of Montana.

The cast of the hit TV show *Fame* is serving as spokespersons for the program, helping to add "zap" and eye appeal to the materials. They stand behind the slogan, "Don't let your lungs go to pot."

Available on loan is a slide-tape show aimed at parents, which would make an excellent "awareness raising" program for a PTA meeting or similar event.

For more information on the effects of marijuana smoking on the lungs and/or the materials described above, contact the American Lung Association of Montana, 825 Helena Ave., Helena, MT 59601 (442-6556).

PUBLICATIONS

JOURNAL FOCUSES ON RURAL SPECIAL EDUCATION

The National Rural Development Institute is offering two special editions of the *Rural Special Education Quarterly* on the subjects of education strategies and changes. "Effective Transition Programs in Rural Areas" describes programs with linkages between special education, vocational education and community agencies, groups and businesses, which enhance the successful employment of disabled individuals. Articles highlight ways to promote partnerships between rural schools and the private sector.

"Strategies for Effective Rural Family-Professional Relationships" contains articles about successful relationships between rural parents, siblings, extended family and professionals. It highlights programs designed to involve rural families in school programs.

The Rural Special Education Quarterly is published four times a year, but these special issues are available now for $6 each. Contact the National Rural Development Institute, Western Washington University, Bellingham WA 98225.

CHILD ILLNESS AND GRIEF: HELP WITH SERIOUS SUBJECTS

Oryx Press has published two resources that deal with the serious matters of childhood illness and educating young people about death.

Understanding the Child with a Chronic Illness in the Classroom is a reference resource for those with little medical background who must deal with the problems faced by children with debilitating conditions. It is designed to foster a more productive relationship among school staff and students having chronic illness.

Death and Dying in the Classroom: Readings and Reference is a sensitive book that reviews articles and essays about educating young people about death. Instructional methods and strategies, personal narratives by experienced educators, students' and teachers' perceptions about death and a complete resource reference guide are included.

To order either publication, contact Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483.

CHILD ABUSE PREVENTION: HELP FOR PARENTS

The U.S. Department of Health and Human Services, Office of Human Development Services, has published an informative brochure entitled, "Child Sexual Abuse Prevention: Tips for Parents." The brochure includes strategies for communicating with children about sexual abuse, tips for selecting preschool or childcare centers and ways to detect an abused child. The material may be photocopied or reprinted.

Ask for it by name from the U.S. Government Printing Office, Superintendent of Documents, Washington DC 20402.

TOLL FREE EDUCATION HOT LINE:

1-800-332-3402

EDUCATION PLANNING

NWREL PLAN NEEDS INPUT

The Northwest Regional Education Laboratory (NWREL), an education service agency in Portland Oregon, is seeking written comments and recommendations for its Five-Year Plan of activities. NWREL helps agencies in the Northwest and Pacific regions improve the quality and equality of their programs and services. Past activities have involved effective instruction, computer technology, adult training and development, financial analysis and more.

NWREL seeks comments on any or all of these topics: the important trends or forces likely to influence education in the future; their implications for future research and development needs and for training and technical assistance; and the need for NWREL to revise its current areas of emphasis.

Please direct your comments to Tom Olson, Director of Planning and Service Coordination Division, NWREL, 300 SW Sixth Ave., Portland, OR 97204.

SUMMER STUDY

MINI-COURSES FOR CREATIVE STUDENTS

"Peaks Potential and Special People," mini-courses for academically able students grades 5-9, offers an exciting week in arts, science and general enrichment programs. It includes a component for the parents of participating students and a 3-credit course for teachers.

UNCLASSIFIEDS

The program is sponsored by the School of Education at Montana State University in Bozeman and will be held on that campus July 29 to August 2. Contact Joe Donaghy, 132 Reid Hall, Montana State University, Bozeman, MT 59717 (994-4744).

AWARDS AND HONORS

COLUMBUS ADMINISTRATOR HONORED

Alvin Kober, principal at Columbus High and Middle Schools in Columbus, Montana, was one of 104 outstanding teachers and secondary school principals honored in December during the national "In Honor of Excellence" conference in Florida.

The conference was sponsored by Burger King Corporation and the National Association of Secondary School Principals as part of an effort to recognize education leaders throughout the country.

FOREIGN STUDY

STUDY EUROPEAN SCHOOL SYSTEMS

Seminars in European culture are again being offered this summer by the Institute for Foreign Cultural Relations in Stuttgart, Germany. The seminars are held in English and encourage dialogue among European and North American educators in order to gain valuable insight into the education systems of all countries.

The institute offers history, socio-economics, arts, music and school administration programs in a combination of classroom discussions and field excursions. Programs are available in various parts of Germany.

For program details and information about travel and accommodations, write: Institute for Foreign Cultural Relations, Charlottenplatz 17, 7000 Stuttgart 1, West Germany.

EXPLORE THE ORIENT

The American Association of School Administrators (AASA) plans a study tour of China and Hong Kong this summer under the sponsorship of the Center for the Study of Socialist Education at Kent State University in Ohio. Participants will visit schools and universities as well as popular tourist sites. The tour is scheduled for November 8-24 with departure from San Francisco.

For complete details, contact AASA, 181 N. Moore Street, Arlington, VA 22209.

ESSAY CONTESTS

ESSAYS FOCUS ON MONTANA WOMEN

The Montana Division of the American Association of University Women is sponsoring an essay contest open to all Montana high school students grades 9-12. The essay topic is any historic Montana woman. She need not have been famous, but the significance of her life should be emphasized.

Essays should be submitted to the nearest AAUW branch by March 1. Local winners will be announced during Women's History Week, March 3-9. State winners, to be announced April 15, will receive cash prizes.

For further information, contact your AAUW branch president or Claudette Morton, English Language Arts Specialist, Office of Public Instruction (1-800-332-3402).

1985 AG DAY POSTER AND ESSAY CONTEST

In honor of National Agriculture Day (March 20), the Montana Department of Agriculture, Montana Coca Cola Distributors and Agriculture in Montana Schools are sponsoring the "Ag Day Poster and Essay Contest," open to all Montana students.

The poster contest is divided into three categories: grades 1-3, grades 4-6 and grades 7-9, with a winner in each category. Posters should be 11x14 inches in the media of one's choice.

The essay contest is open to students in grades 10-12. Essays should be 300-400 words, typewritten and double-spaced. Entries should include the student's name, school, grade, home address, telephone number and parents' names. Essays should center on the theme of National Agriculture Day, "The Business of Food and Fiber."

Entries must be postmarked no later than March 4 to: Raylynn Lauderdale, Department of Agriculture, Capitol Station, Helena, MT 59620. Please call 444-3144 for more information.

1984 MADD Poster Winner

Clint Spiers, 11-year-old 5th grader from Melrose, Montana, was the winner of the 1984 Mothers Against Drunk Driving (MADD) poster contest. Clint's poster showed two ill-fitting puzzle pieces—"Drinking" and "Driving"—with the caption, "They'll Never Match." MADD sponsored the contest to help Montana youth learn about the dangers of driving while intoxicated.

Clint's poster is being used on billboards throughout the state. Meanwhile, he takes home his prize—an IBM computer donated by Computerland of Bozeman and Billings.

In the photo are (left to right) Clint Spiers; Dan Gutebier of the Montana Highway Patrol and a MADD board member; Alice Morrison, state director of MADD; and Dale Johnson, manager of Computerland in Bozeman.

COME TO THE FAIR!

That's right! It's time to start planning for this year's Montana Education Fair.

The fair will be held in Missoula's Southgate Mall on Friday and Saturday, April 26-27. There will be space for about 75 booths highlighting the super educational programs being offered in Montana schools.

If you are interested in participating in the fair, return the following form to Marilyn Miller, Executive Assistant, Office of Public Instruction, State Capitol, Helena, MT 59620 (1-800-332-3402).

Name _____

School _____

Program Title _____

Brief description of program

_____

_____

_____

TRAINING OPPORTUNITY CALENDAR

FEBRUARY—JULY 1985

The following are professional enrichment opportunities of interest to school personnel. For information about the calendar or inclusion of items, contact Barbara Harris at OPI (1-800-332-3402). For information about specific listings below, address inquiries to the contact person noted.

Units of the Montana University System and other colleges offer professional training courses through their offices of continuing education. Contact the specific college or university for information.

Each item in the calendar is in the following order: date, type of event, title, location, duration (in parentheses), contact person, telephone number. In some cases, preregistration may be required. The calendar is current as of January 23, 1985.

FEBRUARY

18 Workshop *Reading and Teaching the Gifted Child The Teacher Makes the Difference*, Hardin (1 day); Doris Hastings, 665-1408

20 Course *Legal Basis of Public Education*, Butte (6 wks); Michal Malouf, UM/Cont Ed , 243-4616

MARCH

7 Conference *Conference on Severely Handicapped and Autistic Individuals*, Billings (3 days); Kyle Faught, EMC, 657-2055

7 Conference *Far West Regional IRA Conference*, Portland, OR (3 days); School of Education, 503-229-4677

Conferences *Expanding Your Horizons in Science and Math Career Options for Girls Grades 7-12*, (1 day); Lewistown 3/9, Kalispell 3/19, Bozeman, Butte, Great Falls, Miles City, Missoula, 3/23, Helena, Billings, Glendive, 3/30, Pat Christie, OPI, 1-800-332-3402 See article in this issue

19 Conference *National Rural Special Education*, Bellingham, WA (4 days); ACRES, Western Washington University, 206-676-3000

21 Conference *6th Natl. Conference on Creativity and the Gifted and Talented*, (2 days); Atlanta, GA, Nancy Lukenbill, OPI, 1-800-332-3402

24 Seminar *Management of the Physically Handicapped Child*, Great Falls (4 days); Charlene Dalbec, 761-0471

29 Conference: *Computers in Education*, Missoula (2 days), UM Center for Cont Ed , 243-4623

APRIL

10 Conference *Montana Assoc of County School Superintendents Annual Conference*, Helena (3 days); Elinor Collins, MACSS, 265-5481

11 Conference *Montana Symposium on Edrly Education and the Exceptional Child*, Billings (3 days), Chris Mason, EMC, 657-2081

11 Workshop *Developing Units/Courses on Inventions and Inventing*, Seattle (2 days), Nancy Lukenbill, OPI, 1-800-332-3402

12 Conference *Montana Education Association Delegate Assembly*, Helena (2 days), MEA, 442-2450

12 Conference *Montana Assoc of School Administrators Annual Conference*, Helena (3 days); MASA, 442-2510

14 Conference *State DECA CDC*, Helena (3 days); Redina Berscheid, OPI, 444-4556

15 Conference: *Council for Exceptional Children International Conference*, Washington, DC (5 days); Ron Lukenbill, OPI, 444-4427

17 Conference *Rocky Mountain Regional Conference Natl Council for the Social Studies*, Denver (3 days); Colorado Council for the Social Studies, 4440 Elm Court, Denver, CO 80211.

25 Conference *Northwest Regional Conference of Teachers of English (NCTE)*, Seattle (3 days), Claudette Morton, OPI, 1-800-332-3402

25 Conference *Montana Association of Secondary School Principals Annual Conference*, Bozeman (2 days); MASSP, 442-2510

25 Conference *NCTE Northwest Regional Conference*, Seattle (3 days), Claudette Morton, OPI, 444-3137

26 Conference *MT Assoc for Gifted and Talented Education Annual Conference*, Billings (2 days), Nancy Lukenbill, OPI, 1-800-332-3402

26 Fair *Education Fair*, Missoula (2 days), Marilyn Miller, OPI, 1-800-332-3402

MAY

2 Conference: *National DECA CDC*, San Francisco (4 days), Redina Berscheid, OPI, 444-4556

5 Conference: *Montana Traffic Education Assoc. Meeting*, Anaconda (3 days); Curt Hahn, OPI, 1-800-332-3402

10 Conference *PNCFL/Wyoming Foreign Language Teachers Joint Spring Conference*, Laramie, WY (3 days); Duane Jackson, OPI, 444-3129

JUNE

10 Course *Gifted and Talented Confratute*, Big Sky (5 days); Pat Wagner, EMC, 657-1712

23 Conference *A Woman's Place is in the Curriculum*, Santa Rosa, CA (3 days), Women's History Project, 707-526-5974

JULY

29 Conference: *Peaks Potential and Special People*, Bozeman (5 days), Joe Donaghy, MSU, 994-4744.

Children Lobby for State Fossil

Last session it was the grizzly; this year it was the *Maiasuara peeblesorium*, or duck-billed dinosaur, that Montana schoolchildren brought to the attention of the state legislature. A bill to designate the prehistoric creature as the official state fossil passed after enthusiastic lobbying by young Maiasuara supporters from Livingston Middle School.

With the help of their teachers, the Montana Council of Rocks and Minerals, an association of rock clubs from all over the state, and the Museum of the Rockies in Bozeman, where the fossils eventually will be displayed, the children helped their legislators learn that the bill would preserve one of the world's most prized scientific discoveries. The fossils found on a Choteau ranch included embryos, eggs, juvenile and adults. Their discovery has revised many of the traditional notions about dinosaurs and their behavior.

Maiasaura means "good mother lizard," and "peeblesorium" honors the Peebles family, on whose ranch the fossils were found. The Livingston students helped everyone learn all about the dinosaur by displaying drawings, models and fact sheets in the Capitol Rotunda the day of the House committee hearing on the bill. They also served dinosaur-shaped cookies and wore their Maiasaura T-shirts, caps and sweatshirts

Above—Left to right: State Superintendent Ed Argenbright; Rep. Dennis Iverson (R-Whitlash), who chaired the House committee that heard the bill; Rep. Orval Ellison (R-Big Timber), the bill's sponsor; and Sen. Pete Story (R-Emigrant). In the foreground, Livingston Middle School students display a poster.

Right: Sweatshirts modeled by Livingston students pictured the Maiasaura.